



Bristol Public Schools
Office of Teaching & Learning

Department	World Language
Department Philosophy	Our primary goal is to help all students develop linguistic proficiency and cultural sensitivity in a second language of their choice. We believe that all students can benefit from second language instruction. We recognize that not everyone learns at the same rate or in the same way; nevertheless, we believe that all students should have the opportunity to develop language proficiency to a degree commensurate with their individual abilities. In the 21st century, the ability to communicate effectively in a language other than English is increasingly important in today's global society. Also, we believe all students should have an awareness of other cultures as well as sensitivity and appreciation for the diversity around them. We believe that the study of a second language and culture will give them the tools to be successful in an ever increasing global market.
Course	Spanish for Native Speakers
Course Description	This course is designed to meet the needs of students who speak Spanish at home. By drawing on students' cultural experiences and existing linguistic skills, this course will further develop students' proficiency in the Spanish language, placing a particular emphasis on the development of presentational, written communication and preparing them for Spanish 4. Students will explore their relationship to their Hispanic heritage by comparing their experiences to those depicted in a variety of songs, poems, and narratives. They will also explore the causes and effects of immigration, as well as global challenges. The course seeks to reinforce the value of both their Hispanic heritage and the Spanish language, and concludes with an exploration of how those assets can play a role in their future.
Grade Level	9-12
Pre-requisites	Students should be heritage speakers approaching Intermediate levels of proficiency
Credit (if applicable)	1.0

UNIT 1: Self-identity

Overview

The first unit of this course addresses the theme of personal and public identities by helping students explore their own identity and relationship to their own Hispanic heritage. By reading a variety of poems and short fictional texts, students will identify a range of experiences of others who find themselves at the intersection of two languages and cultures. Students will compare the experiences they read about to their own experiences and those of their classmates before ultimately presenting their own conclusions about their identity to their classmates.

Essential Questions

- Who am I?
- Where do we come from?
- What makes up our identity?

Enduring Understandings

- Our cultural heritage is one element of who we are. For heritage speakers, Hispanic culture often, but not always, plays a significant role in shaping their sense of self.
- Being a heritage speaker often means negotiating a tension between two or more languages and cultures. How individuals navigate this tension can vary widely based on their individual circumstances and experiences.

Integrated Performance Assessment (IPA)

- Interpretive: Students read a poem in which the speaker describes their Hispanic identity. Comprehension questions will focus on understanding the speaker's feelings about their Hispanic heritage.
- Interpersonal: Students interview their classmates about their Hispanic heritage, asking and answering questions about their family history and their individual experiences.
- Presentational: Students present their family history to their classmates in a gallery walk.

Connections to Prior Units

- None

Connections to Future Units

- The next unit also focuses on the theme of personal and public identities, but focuses on various depictions of and reactions to Hispanic culture by others.

Misconceptions/Considerations

- In establishing a tone for the year, teachers must pay particular attention to fostering a supportive atmosphere of open and honest dialogue. Teachers must not assume, promote, or allow students to perpetuate stereotypes or assume the universality of experiences by any group of people.

Proficiency Goal	ACTFL Performance Indicator	Learning Targets	Assessment	Key Grammar Functions and Structures	Vocabulary
Interpretive (Nov-High)	I can identify the topic and related information from simple sentences in short informational texts.	<ul style="list-style-type: none"> I can identify characters' relationship to their home culture in poems and short narrative scenes I can identify characters' feelings about their identity in poems and short narrative scenes 	Unseen Poem	Expressing feelings (+/-) <ul style="list-style-type: none"> Ser/estar + adj Describing past events <ul style="list-style-type: none"> Preterite Imperfect 	Emotions Nationalities Family members
Interpersonal (Int-Mid)	I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.	<ul style="list-style-type: none"> I can ask and respond to simple questions about my identity and family history. I can compare my experiences to those of my classmates and characters in poems and stories. 	Classmate Interview	Expressing reactions to events <ul style="list-style-type: none"> ¡Que + adjective! Comparing/contrasting <ul style="list-style-type: none"> Mejor/peor Introducing self/others <ul style="list-style-type: none"> Demonstrative adj Noun & adjective agreement 	
Presentational (Nov-High)	I can present personal information about my life and activities, using simple sentences most of the time.	<ul style="list-style-type: none"> I can describe my self-identity and experiences using graphic organizers and simple sentences. I can describe my family history using graphic organizers and simple sentences 	Self Identify Presentation	Describing people and things in the past <i>Spelling and punctuation</i> <i>Coloquios/lenguaje formal</i>	
Intercultural (Intermediate)	In my own and other cultures I can compare practices related to everyday life and personal interests or studies.	<ul style="list-style-type: none"> I can explain how practices related to names reflect relationships to language and culture. 	Reflective Prompt		

UNIT 2: Public Identity

Overview

The second unit continues to explore the theme of personal and public identities by examining how Hispanic culture is viewed or depicted by others. Students will continue to explore a variety of poetry, scenes, and song lyrics in which characters are impacted by the perception of others. Students will practice discussing their reactions and comparing/contrasting them to their own cultural experiences. Students will also learn about and research heroes from the Hispanic community to examine how their actions and depictions shape public identities.

Essential Questions

- How am I perceived by others and how does it impact my self perception?
- Who are some Hispanic heroes?

Enduring Understandings

- How others see heritage speakers often has a significant impact, sometimes positive, sometimes negative, on how heritage speakers see themselves.
- Public depictions and perceptions of Hispanic heritage and culture also impact how heritage speakers see themselves.

Integrated Performance Assessment (IPA)

- **Interpretive:** Students listen to the lyrics of a song and watch the video about Hispanic Identity. Students will answer Comprehension questions focused on understanding how the artist is impacted by the way others perceive them.
- **Interpersonal:** After reflecting on the interpretive sources, students discuss their reactions/opinions with a partner, asking and answering questions about preferences and public identities.
- **Presentational:** Students will research a Hispanic Public hero (historical or present day) and prepare a google slide show to summarize their findings and impact on public identities.

Connections to Prior Units

- This unit builds on the theme of personal and public identities introduced in the previous unit, which focuses on students' sense of self as a Heritage speaker.

Connections to Future Units

- Students will practice formally presenting their public identity in the final unit of the course when applying and interviewing for a job in Spanish.

Misconceptions/Considerations

- Prioritize listening to individual experiences and explaining them as such. Do not promote division or generalize to entire communities or populations.

Proficiency Goal	ACTFL Performance Indicator	Learning Targets	Assessment	Key Grammar Functions and Structures	Key Vocabulary
Interpretive (Novice-High)	<p>I can identify the topic and related information from simple sentences in short informational texts.</p> <p>I can identify the topic and some isolated facts from simple sentences in informational texts.</p>	<ul style="list-style-type: none"> I can identify how speakers/artists are perceived in song lyrics that reflect on identity I can identify how speakers/artists are impacted by the ways others perceive them in song lyrics 	Song Analysis	<p>Describing/identifying people</p> <ul style="list-style-type: none"> Providing personal data Ser/estar + appearance Ser + personality <p>Expressing likes and dislikes</p> <ul style="list-style-type: none"> me gusta/no me gusta. <p>Present tense</p> <ul style="list-style-type: none"> Reflexive pronouns Indirect object pronouns Direct object pronouns 	<p>Adjectives to describe people/physical and personality</p> <p>Transition/key words to use in writing essays.</p>
Interpersonal (Int-Mid)	I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.	<ul style="list-style-type: none"> I can exchange opinions about songs based on the public identities of Hispanic artists. I can compare my experiences/public identity with those of artists and classmates. 	Partner Discussion	<p>Giving opinions</p> <ul style="list-style-type: none"> En mi opinion Pienso que + Creo que + 	
Presentational (Int Mid)	I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.	<ul style="list-style-type: none"> I can write about Hispanic heroes that I learned about in class and in my own research. I can present what I learned about a Hispanic hero's actions and impact to my classmates 	Hero Presentation	<p>Comparing/contrasting</p> <ul style="list-style-type: none"> Mejor/peor adecuado/inadecuado igual/similar/ diferente <p>Agreeing/ Disagreeing with others opinion or debating</p> <ul style="list-style-type: none"> No estoy de acuerdo Estoy de acuerdo <p><i>Colloquial and formal language</i> <i>Spelling and punctuation</i></p>	
Intercultural (Intermediate)	I can identify products and practices that help me understand perspectives.	<ul style="list-style-type: none"> I can explain how representations of Hispanic cultural heroes reflect the identities and perspectives of Hispanic people. 	Reflective Prompt		

UNIT 3: Historical Causes of Migration

Overview

Unit three explores the history of Latin America through the theme of global challenges. The class will read about historical events, as well as political and societal issues that have led to increased Latin American immigration to the United States. After reading and writing about these issues from a variety of perspectives and countries, students will continue to compare and contrast reasons for immigration, and have the opportunity to discuss similarities and differences to historical events and their own family histories.

Essential Questions

- What are the reasons for immigration?
- What are some of the historical challenges in Latin America?
- What is the connection between colonization and poverty?

Enduring Understandings

- The expansion of government power has impacted the global economy.
- The people of Latin America have been affected by the power struggles between companies and farmers.

Integrated Performance Assessment (IPA)

- **Interpretive:** Read portions of text about immigration and identify reasons for migration.
- **Interpersonal:** After reading resources and writing essays, students have a conversation about reasons for immigration, discussing similarities and differences about the reasons for immigration in the Hispanic countries they have studied.
- **Presentational:** I can write an essay describing a principle reason for immigration from Latin American countries and pose solutions to problems that exist in the country of origin.

Connections to Prior Units

- This unit builds on the previous units on identity of self and famous Latinos by presenting some of the issues that have historically affected life in Latin America and reasons for immigration.

Connections to Future Units

- The next unit will also address immigration, but from a more personal and individual perspective by focusing on the experiences of those who responded to the causes identified in this unit by immigrating to America.
- By studying the causes of immigration, students will inevitably surface social issues in Latin America. Students will again study social issues in unit 5, before also proposing solutions to those challenges.

Misconceptions/Considerations

- There is a lot of history to cover and focusing on specific moments will inevitably only give a snapshot. This unit is not meant to be a comprehensive study of Latin America, but focuses specifically on historical events and circumstances that spurred immigration to the US.

Proficiency Goal	ACTFL Performance Indicator	Targets	Assessment	Grammar, Functions and Structures	Key Vocabulary
Interpretive (Novice-High)	I can identify the topic and related information from simple sentences in short informational texts.	<ul style="list-style-type: none"> I can understand historical information about Latino immigration to the US from a website and summarize the main ideas. 	Nonfiction Reading	Talking about Past events <ul style="list-style-type: none"> Preterit* vs Imperfect Present perfect Pluperfect 	Terms from poems Historical terminology
Interpersonal	I can exchange ideas, and provide an outline of reasons and comparisons on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.	<ul style="list-style-type: none"> I can exchange ideas about reasons for immigration. I can outline reasons for immigration in one Spanish-speaking country and compare them with reasons in other countries and/or classmates. 	Conversation Contrasting	Describe problems <ul style="list-style-type: none"> La razón + adj Comparing/contrasting <ul style="list-style-type: none"> Mejor/peor adecuado/inadecuado igual/similar/ diferente 	Adjective to rank/prioritize Transition/key words to use in writing essays.
Presentational (Int-Low)	I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.	<ul style="list-style-type: none"> I can write an essay describing a principle reason for immigration from Latin American countries and pose solutions to problems that exist in the country of origin. 	Immigration Essay	Proposing solutions to problems <ul style="list-style-type: none"> Subjunctive Giving opinion / Supporting an opinion <ul style="list-style-type: none"> Me parece que Para mí En mi opinion <i>Colloquial and formal language</i> <i>Spelling and punctuation</i>	
Intercultural	I can identify products and practices that help me understand perspectives.	<ul style="list-style-type: none"> I can talk about how current and past practices (economic and political) showcase the history of colonialism in Latin America. 	Reflective Prompt		

UNIT 4: Personal Experiences of Immigration

Overview

This unit continues the theme of global challenges by exploring the results of immigration and the personal experiences of Hispanic immigrants to the United States. Students explore the challenges immigrants face, as well as their triumphs, through both literature and film. Class discussions focus on students' opinions of these books and films, as well as comparisons between the experiences they read about, their own experiences, and those of their classmates. After reading and discussing a variety of immigrant experiences, students present action plans focused on solutions to the challenges immigrants face.

Essential Questions

- What is the experience of immigration, and is it worth it?
- What can be done to improve the lives of immigrants and their families?

Enduring Understandings

- Many immigrants have idealized expectations of what life in America will be like, but their lived experiences rarely match their expectations.
- Hispanic immigration in the United States has a large impact on many aspects of culture in the United States.

Integrated Performance Assessment (IPA)

- Students read excerpts from "Cuando era Puertorriqueña" and identify the challenges, triumphs, and feelings the characters experience.
- After reading and viewing "Cuando era Puertorriqueña," students discuss the experiences of the main character, their reactions to the text, and compare the characters' experiences to their own.
- After considering a variety of immigrant experiences, as well as programs to support them, students create a plan to improve life for immigrants in the United States.

Connections to Prior Units

- Students will have explored their own family histories in Unit 1, many of which are likely to include (more or less recent) experiences of immigration.
- Students will have started to explore the theme of global challenges in Unit 3 by examining the political and economic reasons for immigration.

Connections to Future Units

- Students will also propose solutions to other local/global issues in Unit 5.

Misconceptions/Considerations

- Immigration is a topic that could have deeply personal ramifications for the students in this course, which may be difficult to separate from political policies and discourse. As such, this unit must be taught with care. An unbiased presentation of resources and focus on personal experiences will allow students to share their experiences without veering into political ideologies.

Proficiency Goal	ACTFL Performance Indicator	Targets	Assessment	Key Grammar Functions and Structures	Key Vocabulary
Interpretive (Intermediate-Low)	I can identify the topic and related information from simple sentences in short informational texts.	<ul style="list-style-type: none"> I can identify common challenges and triumphs immigrants describe in narrative accounts of their experiences. I can identify characters' feelings and reactions in short, narrative texts about immigration. 	Immigration narrative excerpt	Talking about Past events <ul style="list-style-type: none"> Preterit* vs Imperfect Present perfect Pluperfect Expressing opinion <ul style="list-style-type: none"> Subjunctive Sugerir que + Es importante que + Es necesario que + Es bueno/malo que + <i>Colloquial and formal language</i> <i>Spelling and punctuation</i>	Immigration Family Daily Life
Interpersonal Intermediate-Mid)	I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.	<ul style="list-style-type: none"> I can exchange opinions about books based on the experiences of people immigrating to the United States. I can compare my feelings or experiences related to immigration with those of characters and classmates. 	Film/text Discussion		
Presentational (Intermediate-Mid)	I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.	<ul style="list-style-type: none"> I can briefly summarize efforts or programs that have been created to improve life for immigrants. I can make suggestions about how to improve life for immigrants. 	Immigration Presentation		
Intercultural	I can identify products and practices that help me understand perspectives.	<ul style="list-style-type: none"> I can explain how the practice of leaving one's home for opportunity in a new land has posed threats and risk for many who do not feel welcomed in the new country. 	Reflective Prompt		

UNIT 5: Current Issues

Overview

In this unit, students explore global challenges impacting the global and their local community, specifically those related to healthcare and medicine. After reading about these issues, discussing them with their classmates, and considering potential solutions, students present an action plan detailing the steps they would take to address these issues in their local community.

Essential Questions

- How can we improve our world?
- How can we improve our environment?
- What steps can we take locally to address global issues?

Enduring Understandings

- People in our community are affected by larger environmental, political, economic, and social concerns, but we can work to address these issues on a local level.

Integrated Performance Assessment (IPA)

- Interpretive: Students read about medical and environmental issues to identify causes and possible solutions.
- Presentational: After reading about medical and environmental, students present a potential solution in the form of an action plan with the goal of actually executing that plan in the local community.
- Interpersonal: After reading about medical and environmental issues, and considering potential solutions proposed by their classmates, students debate the best course of action in response to these challenges.

Connections to Prior Units

- Students will have considered solutions to social and historical challenges in Units 3 and 4. After having considered potential solutions to those challenges, students will develop an action plan focused on addressing larger issues in a local context.

Connections to Future Units

- The final unit is on future goals. Ideally, students will pull from the prior units on self-identity and global issues to make a plan for the future that not only helps them realize their potential but also help the community.

Misconceptions/Considerations

- There is a political aspect to this unit that must be taught with care. Constantly teaching with an unbiased presentation of resources will help teachers share information without siding with one political ideology.

Proficiency Goal	ACTFL Performance Indicator	Targets	Assessment	Key Grammar Functions and Structures	Key Vocabulary
Interpretive (Novice-High)	I can identify the topic and related information from simple sentences in short informational texts.	<ul style="list-style-type: none"> I can identify problems and potential solutions in short informational texts about healthcare and medicine. I can identify problems and potential solutions in short informational texts about the environment. 	Nonfiction reading	<p>Solving problems</p> <ul style="list-style-type: none"> Structures to disprove and agree <p>Describing past events</p> <ul style="list-style-type: none"> Preterite Imperfect 	<p>Environmental Terminology</p> <p>Healthcare terminology</p>
Interpersonal	I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.	<ul style="list-style-type: none"> I can exchange opinions about solutions to healthcare issues. I can exchange opinions about solutions to environmental problems. 	Action plan debate	<p>Proposing solutions to problems</p> <ul style="list-style-type: none"> Subjunctive <p>Giving opinion / Supporting an opinion</p> <ul style="list-style-type: none"> Me parece que Para mí En mi opinion 	
Presentational	I can present on familiar and everyday topics, using simple sentences.	<ul style="list-style-type: none"> I can outline a presentation describing a solution to a global issue. I can write and present an action plan describing steps to address an issue in the local community. 	Action Plan Presentation	<p><i>Colloquial and formal language</i></p> <p><i>Spelling and punctuation</i></p>	
Intercultural	I can identify products and practices that help me understand perspectives.	<ul style="list-style-type: none"> I can examine the current practices in the U.S. and Latin America that negatively affect the present or future communities of those areas. 	Reflective Prompt		

UNIT 6: My Future

Overview

The final unit of the course returns to a focus on students' identities and relationship to the Spanish language by exploring students' goals for the future, as well as how their language abilities might play a role in their future. Students explore a variety of career paths based on their interests and experiences before writing a letter of intent and interviewing in Spanish. This final unit culminates a year-long focus on recognizing differences between formal and colloquial use of Spanish, providing students an authentic opportunity to practice using the language in a more formal setting.

Essential Questions

- Who am I?
- What are my goals for my future?
- How can Spanish help me in the future?

Enduring Understandings

- Education, experience, and marketable skills are necessary when competing in the job market.
- The Spanish language is a marketable skill that can help students compete in the job market.

Integrated Performance Assessment (IPA)

- Interpretive: Students read descriptions and choose a job by identifying elements that are appealing to them.
- Presentational: Students write a resume and letter of intent for a job aligned to their interests and experiences.
- Interpersonal: After submitting their resume and letter of intent, students conduct a mock interview in Spanish with their teacher.

Connections to Prior Units

- Students will have considered their relationship to the Spanish language in Unit 1. This unit seeks to return to that relationship and highlight the ways in which the Spanish language is an asset to students.
- Students will have considered the ways in which their Hispanic identity impacts their public identity in Unit 2. This unit seeks to build on those understandings by helping students present their language and culture as a positive aspect of their professional identity.

Connections to Future Units

- None.

Misconceptions/Considerations

- Students may be young to plan out their futures but this is an opportunity to see how being bilingual and bicultural is a benefit for their future career goals and to see what path would need to be taken and backwards plan a path to success.

Proficiency Goal	ACTFL Performance Indicator	Targets	Assessment	Key Grammar Functions and Structures	Key Vocabulary
Interpretive (Novice-High)	I can identify the topic and related information from simple sentences in short informational texts.	<ul style="list-style-type: none"> I can research and find job descriptions that line up with my career goals. I can identify tips and advice in short informational texts about finding a job. 	Job search	<p>Making plans for the future</p> <ul style="list-style-type: none"> Simple future Future tense Subjunctive <p>Requesting factual information</p> <ul style="list-style-type: none"> Interrogative words 	Professions Skills Interests Experiences Formal greetings
Interpersonal	I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.	<ul style="list-style-type: none"> I can interact formally in an interview setting, answering questions about myself related to the job I have chosen. I can explain my interest in a job I have chosen based on my interests and experiences. 	Job Interview	<p>Describing and identifying oneself</p> <ul style="list-style-type: none"> Ser + personality Verbs like GUSTAR, ENCANTAR, IMPORTAR, PARECER, INTERESAR. Stem-changing verbs (PODER, PREFERIR, PENSAR) 	
Presentational	I can present personal information about my life, activities and events, using simple sentences.	<ul style="list-style-type: none"> I can summarize my skills and abilities in a resume to apply for the job I found. I can describe my skills, interests, and abilities in a letter of intent for the job I have found. 	Job Application	<p>Describing past experiences</p> <ul style="list-style-type: none"> Hace (tiempo) que +verb phrase <p><i>Colloquial and formal language</i> <i>Spelling and punctuation</i></p>	
Intercultural	I can identify products and practices that help me understand perspectives.	<ul style="list-style-type: none"> I can explain how job applications and the questions they ask (or don't) reveal perspectives regarding bilingualism. 	Reflective Prompt		

District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
CONTENT STANDARD 1: Communication (Interpersonal Mode) Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	P	P	P	P	P	P
CONTENT STANDARD 2: Communication (Interpretive Mode) Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	P	P	P	P	P	P
CONTENT STANDARD 3: Communication (Presentational Mode) Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	P	P	P	P	P	P
CONTENT STANDARD 4: Cultures Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	S	S	S	S	S	S
CONTENT STANDARD 5: Connections (Interdisciplinary Mode) Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		S	S			
CONTENT STANDARD 6: Connections (Intradisciplinary Mode) Learners access and evaluate information and diverse perspectives that are available through the language and its cultures				S		
CONTENT STANDARD 7: Comparisons Among Languages Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.						
CONTENT STANDARD 8: Comparisons Among Cultures Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.				S		
CONTENT STANDARD 9: Communities Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.					S	S